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International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)

Note by the Secretary-General

The Secretary-General hereby transmits to the General Assembly the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization in accordance with Assembly resolutions 58/11 of 10 November 2003 and 53/243 B of 13 September 1999.

Summary

The present report, prepared by the United Nations Educational, Scientific and Cultural Organization, is submitted in accordance with General Assembly resolution 58/11 of 10 November 2003, entitled "International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010". It follows four other such reports (A/55/377, A/56/349, A/57/186 and Add.1 and A/58/182), which provide the overall strategy for the implementation of the Programme of Action on a Culture of Peace (General Assembly resolution 53/243 B of 13 September 1999) and the International Decade.

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I. Introduction

1. In the present international context, it is fundamental to renew our common commitment to a true culture of peace by strengthening our efforts to develop dialogue and mutual understanding. One aspect of this is reflected in the efforts to create a dialogue among civilizations by building bridges between cultures and communities. In this context, at its latest session, the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) reaffirmed its pledge to foster dialogue by endorsing the New Delhi Declaration adopted by the International Ministerial Conference on the Dialogue among Civilizations — Quest for New Perspectives, held in New Delhi on 9 and 10 July 2003, and the "Message from Ohrid" adopted by the Regional Forum on Dialogue among Civilizations held in Ohrid, the former Yugoslav Republic of Macedonia, on 29 and 30 August 2003. These messages set out new approaches, concepts and perspectives, using the vectors of education, science and technology, cultural diversity, the media, and information and communication technologies, with a view to constructing a framework for dialogue, particularly at the regional and subregional levels. To confront the current challenges, it is necessary to act in a holistic and coherent manner — and the International Decade for a Culture of Peace and Non-Violence for the Children of the World provides a comprehensive framework for such action.

II. Implementation of the Programme of Action on a Culture of Peace[1]

2. The present section sets out activities carried out by UNESCO, as the lead agency for the Decade, with the participation of other United Nations bodies, Governments and civil society. It also contains an overview of the activities implemented by the University for Peace, the United Nations Development Fund for Women (UNIFEM), the International Labour Organization (ILO) and the United Nations University (UNU), pursuant to General Assembly resolution 57/6 of 4 November 2002. These activities are presented in eight sections, corresponding to the eight areas of the Programme of Action.

A. Actions to foster a culture of peace through education

UNESCO

3. The commitment of UNESCO to the promotion of a culture of peace through education is expressed through the expansion of the concept of quality education and follows different approaches: (i) operational projects, (ii) advocacy, networking and research and (iii) public awareness. In these efforts, educational networks such as the Associated Schools Project Network, the network UNESCO chairs on human rights, democracy and peace and the Mondialogo schools network on dialogue among civilizations are essential. These efforts also include the production of materials on the need for an education teaching respect for fundamental values: an information booklet entitled *UNESCO and Human Rights Education* and a primary

[1] General Assembly resolution 53/243 B of 13 September 1999.

education teacher's guide on promoting a culture of peace in the context of the Vietnamese primary education curriculum; as well as the dissemination of the teacher's guide *Learning the Way of Peace* (in Hindi, Urdu, Tamil, Sinhala, English).

4. Recent activities in the development of textbooks and other learning materials have focused on cultivating learning societies in which peace, human rights and tolerance are at the core of the curriculum. Following the International Experts Meeting on Textbooks and Learning Materials (December 2002), several key actions were launched. In response to the emergency situation in Iraq, the textbook quality improvement programme delivered nearly nine million revised textbooks in time for the 2003-2004 school year. The global strategy for textbooks currently under development seeks to establish, in consultation with Member States, a set of standards-setting instruments from which concrete recommendations for Governments, publishers and educators at all levels can be derived.

5. Within the framework of the inter-agency peace education technical support programme, UNESCO cooperates with the Office of the United Nations High Commissioner for Refugees (UNHCR) in support of the latter's peace education programme, which was developed in 1997 for refugees in African countries. The focus of the programme is skills-based, providing activity-based lessons that together build the attitudes, values and behaviour of constructive living within the community.

6. "Education for democratic citizenship — from policy to effective practice through quality assurance in South-East Europe" is another project pursued in the implementation of the Decade. The project's objective is to develop quality assurance systems for democratic citizenship education in South-East Europe. With the financial support of Norway, it was launched in February 2003 in the following countries: Albania, Bulgaria, Croatia, Romania, Serbia and Montenegro, Slovenia and the former Yugoslav Republic of Macedonia.

7. As regards country-based activities, UNESCO continues to provide assistance to its Member States in developing peace-sensitive educational programmes: in Albania by disseminating materials on human rights and intercultural education; in Mali and Guatemala by providing its expertise for the integration of culture of peace and civic education components in formal and non-formal national curricula and in Cambodia, with the financial participation of the Government of Belgium, by executing a project entitled "Education for peace and development" among the former Khmer Rouge population of Koh Sla, in Kampot Province. Following the socio-political crisis in Haiti, two projects were approved in the framework of the Flash Appeal launched by the United Nations: an awareness/training programme on citizenship and tolerance education, and a project of social rehabilitation for children and teachers affected by the crisis.

UNIFEM

8. In October 2003, the United Nations Development Fund for Women (UNIFEM) established a web portal on "women, war and peace" to address the paucity of knowledge about the impact of conflict on women noted by the Security Council in its resolution 1325 (2000) of 31 October 2000 on women, peace and security. The portal, which has received two million hits in its first six months, is an educational resource providing gender profiles of countries in conflict, as well as

thematic resources on issues such as gender and displacement, violence, health, HIV/AIDS, justice, reconstruction, prevention, small arms and human security, among others.

9. UNIFEM continued its support for Women as Partners for Peace in Africa, which provides workshops on conflict resolution and peace-building in Angola, as well as space for female leaders to meet and exchange ideas and experience.

ILO-IPEC

10. An important part of the contribution of the International Labour Organization (ILO) to a culture of peace and non-violence is its intervention in the field of prevention and rehabilitation of children affected by war, implemented in the framework of the International Programme on the Elimination of Child Labour (IPEC). In October 2003, ILO-IPEC, in collaboration with IFP (Infocus Programme)/Crisis and with the financial support of the United States Department of Labor, launched a major subregional programme entitled "Prevention and reintegration of children involved in armed conflicts in Central Africa". Burundi, Congo, the Democratic Republic of the Congo and Rwanda participated in this project.

11. As regards the prevention and rehabilitation of children affected by war, education is also considered as an exit strategy for children demobilized from the conflict and as a preventive measure for those at risk. Examples of intervention in this area are: the refurbishment of school buildings, equipment or teaching materials, financial support for redesigning appropriate curricula, recruitment of teachers or other required staff, the development of teacher training and related materials with teachers' organizations, provision of non-formal education to war-affected children, and support for direct and indirect costs of schooling for a fixed period. The programme focuses on Burundi, Colombia, Congo, the Democratic Republic of the Congo, Rwanda, the Philippines and Sri Lanka, and is also applied in Côte d'Ivoire, Liberia, Sierra Leone and Uganda.

University for Peace

12. In addition to five existing courses, two new Master's degree programmes were established in 2003: "Gender and peace building" and "International peace studies". In the course of 2003, the University for Peace also developed two further Master's degree programmes, namely "Peace education" (to be launched in September 2004) and "Environmental security and peace" (to be launched in September 2005).

13. A substantial programme to strengthen education for peace in Africa has been developed through in-depth missions to 10 countries, including consultations with academics, civil society leaders, officials and the military. This process has led to a major five-year programme of support to African universities and other formal and non-formal educational institutions.

14. Three curriculum development workshops (for the Southern Africa region, the Great Lakes and Eastern African region and the West African region) were completed in Africa in 2003 and 2004. Each adopted a regional approach in which specialists from the subregions were brought together to discuss priorities and demands. Furthermore, a formal partnership has been established with a

UNDP/UNESCO project entitled "Foundations for Africa's future leadership", whose aim is to encourage a new generation of African leaders committed to transforming Africa's future. The project will provide leadership training to students and young professionals and place them on a two-month internship attachment with national, subregional, and regional organizations and programmes.

15. Short courses for mid-career professionals were developed and taught at headquarters and other locations in 2003/2004. At the Central European University in Budapest, a three-month course in peace and conflict studies was taught to senior academics from Central Asia, who are now teaching the course at their home universities. Furthermore, a programme of distance education is under development. In Asia, consultations have taken place in India in order to determine the prospects for a programme of education for peace. Several universities have expressed their interest in incorporating the University for Peace course modules into their degree programmes and eventually initiating new Master's degree programmes.

UNU

16. The United Nations University (UNU) held an international course on "Armed conflict and peacekeeping" and on "Human rights: concepts and issues" from 19 May to 27 June 2003.

B. Actions to promote sustainable economic development and social development

UNESCO

17. As lead agency for the United Nations Decade of Education for Sustainable Development, beginning in 2005, UNESCO will play a dual role in relation to education for sustainable development: encouraging the integration of education for sustainable development in educational policies, strategies and plans at the appropriate levels; and as a substantive implementer of education for sustainable development, accelerating education reforms and coordinating activities of multiple stakeholders (including in UNESCO programmes) at the international, regional and country levels. After consultations with all stakeholders, the draft framework for the education for sustainable development international implementation scheme will be submitted for approval to the General Assembly in October 2004.

18. With a view to strengthening the role of science in building a culture of peace, UNESCO is continuing to implement several cooperation and awareness programmes. The International Oceanographic Commission promoted the establishment of the World Ocean Network, thus assisting in the delivery of public awareness messages on the sustainability of the oceans, the peaceful use of the oceans through international cooperation, and the oceans as "the common heritage of humanity", as well as encouraging the development of "a citizenship of the oceans" campaign and the introduction of a "world ocean passport" for young people and students. In order to promote dialogue between Israeli and Palestinian scientists, UNESCO has lent support to the establishment of the first Palestinian Interactive Science Centre in Al Quds University of East Jerusalem (in cooperation with the Bloomfield Science Museum of Jerusalem).

19. In its efforts aimed at promoting tourism strategies respectful of cultures and local development, UNESCO assists its Member States in defining strategies for activities conducive to a better understanding of the complex phenomena of tourism, the implementation of best practices and policies to enhance national and local initiatives, and the promotion of a global approach that takes into account the economic, social, cultural and ethical dimensions of tourism.

20. The eradication of poverty, a key Millennium Development Goal and one of two cross-cutting themes in the UNESCO's Medium-Term Strategy 2002-2007. Regarding this objective's relation to a culture of peace, the Organization is continuing its support for projects promoting empowerment, participative approaches and livelihood. For instance, the UNESCO project entitled "Contributing to the eradication of poverty and strengthening human security in Burkina Faso, Mali and Niger" is aimed at the elimination of gender-based poverty in Burkina Faso, capacity-building for the women and adolescent girls of Kahé (Niger) and the provision of support to the communal development plan of Tienfalas in Mali. In Lebanon, UNESCO organized a regional workshop on poverty reduction through education. The Darjeeling Himalayan Railway capacity-building project seeks to address social development issues such as poverty alleviation, the empowerment of women, and rural and urban development, while conserving this World Heritage site.

ILO-IPEC

21. It is widely recognized that ILO added value in post-conflict situations rests in rehabilitation services to the targeted population. IPEC is therefore intervening in target countries to offer socio-economic alternatives for the durable rehabilitation of children affected by war. Examples of ILO-IPEC services: developing the knowledge base for the economic reintegration of ex-child soldiers; assessment of the educational and training needs, both for targeted children and at the community level; facilitating and supporting the economic reintegration of children; the provision of catch-up education and vocational training; grants for income-generating activities; monitoring the progress of income-generating activities; a special initiative for the reintegration of girl child soldiers; prevention measures, including education; and the establishment of child protection networks.

UNIFEM

22. UNIFEM is implementing a series of regional training workshops in Africa to develop pools of experts in the area of gender analysis of economic policies and processes. The Economic Security and Rights unit supported the organization of a regional workshop in Africa, thus building on its support for a regional workshop in Latin America last year. The Africa regional workshop, held in Senegal in September 2003, followed the first regional training, which launched the Network of African Women Economists in 2001. Furthermore, and in partnership with the Development Network and Trade and Technology Information Promotion System (DEVNET/TIPS), UNIFEM has entered into the final phase of support for the Women into the New Network for Entrepreneurial Reinforcement (WINNER) project. WINNER works with women small and micro-entrepreneurs to improve their information technology (IT) and business skills in Ecuador, Albania, Romania, Nepal, the Philippines, Zimbabwe, Bangladesh and China.

University for Peace

23. In the academic year 2003/2004, the University for Peace offered the dual Master's degree programme on "Natural resources and sustainable development" jointly with the School of International Service of the American University. In addition, the University for Peace is planning to launch a full Master's degree programme on "Environmental security and peace" in September 2005.

24. The Department of Natural Resources and Peace of the University for Peace is coordinating the second phase of the research programme on "Conflict and collaboration in natural resources management in Latin America and the Caribbean", which is in its fourth year of execution. This is a small grant mechanism for research projects on environmental conflict management. Thirty projects were selected and financed during the first and second phases.

25. On 2 and 3 December 2003, the University for Peace convened a small group of experts for curriculum development on the relationship between youth, employment/economic opportunities and the prevention of violence. A module on "Youth and children and peace processes" has been developed for integration into existing Master's programmes. In July 2003, a short course was taught at Mahidol University in Bangkok to 55 professionals from 18 countries. It was entitled "Environmental security and natural resource conflicts — new vulnerability and new vigilance" and formed part of the Asia and Pacific programme of the University for Peace. The materials of another specialized course, on "Economic development and peace", are being prepared for publication in July 2004.

26. The University for Peace has continued to provide support to the Earth Charter Initiative whose secretariat is located on its campus. The secretariat's current priorities are: obtaining endorsements for the Charter; using the Earth Charter as an ethical and conceptual framework in education for sustainable development; and supporting local communities in applying the principles of the Earth Charter in their development.

UNU

27. A UNU Global Seminar on "Globalization and human development" was held in Hamada, Japan, from 3 to 6 August 2003.

C. Actions to promote respect for all human rights

UNESCO

28. With regard to the promotion of human rights, action is concentrated in areas where UNESCO has a special mandate (the right to education, the right to take part in cultural life, the right to freedom of opinion and expression, including the right to seek, receive and impart information, and the right to enjoy the benefits of scientific progress and its applications). Actions include generating and sharing knowledge, protecting human rights, renewing and reinforcing commitment to human rights education and providing advisory services and technical assistance to Member States.

29. At its 32nd session, the UNESCO General Conference adopted the UNESCO Strategy on Human Rights. The Strategy recognizes the "principle of universality,

indivisibility, interrelation and interdependence of all human rights in particular related to UNESCO's areas of expertise, of the inherent link between human rights, democracy, peace and development and of equal rights of men and women and gender equality". It integrates the United Nations Millennium Declaration and the Millennium Development Goals into the work of UNESCO, while taking into account the specific responsibilities of ILO and the Office of the United Nations High Commissioner for Human Rights.

30. UNESCO is developing a set of guidelines that can assist UNESCO education officers, education officers at national ministries, and other education specialists and experts involved in the planning and implementation of national plans of Education for All. The guidelines will identify and describe practical steps towards the introduction and implementation of human rights education in national education plans, as well as highlighting how these principles can be transformed into effective action.

31. A subregional workshop on human rights education in the Gulf States' school system was organized to promote the culture of human rights education in the Arab countries, within the framework of the United Nations Decade for Human Rights Education (1995-2004). Its objectives were: to develop a common understanding of human rights in school curricula; to identify the mechanisms of integrating human rights in the educational system; to discuss the strategies of human rights education in the Gulf States; to identify the national priorities regarding human rights education programmes; and to facilitate cooperation among all partners in the Arab region in the field of human rights education.

32. The Government of Brazil and UNESCO launched a National Plan to promote Human Rights Education in Brazil. In the framework of the strengthening of national institutions and capacities in the field of human rights in Guatemala, UNESCO provided training and capacity-building to the Attorney's Office of Human Rights in order to help educators of this office to integrate culture of peace values into their daily work and to provide them with tools and support material. UNESCO also initiated research on the social, economic and cultural rights of young people in the Commonwealth of Independent States.

UNIFEM

33. UNIFEM is strengthening the capacity of Afghan women's groups, NGOs and networks, supporting their outreach and advocacy activities in the promotion of women's rights. In 2003, UNIFEM implemented training programmes in women's centres in Afghanistan, at which over 4,000 women were trained. The training consisted of awareness-raising courses for women, as well as courses on health education and women's rights (targeting both men and women). In India and Nepal, UNIFEM supports media and advocacy campaigns on violations of women's and girls' rights. This has included establishing a National Rapporteur on Trafficking and Human Rights Abuse of Women and Girls, and the adoption, dissemination and implementation of minimum standards for the treatment of trafficked persons.

University for Peace

34. In September 2003, a second group of students commenced the nine-month Master's degree programmes on "International law and the settlement of disputes" and "International law and human rights". The programmes provide a multicultural

and multidisciplinary perspective on the international legal framework concerning the settlement of disputes and human rights. The Graduate Programme in International Law and Human Rights at the University for Peace has been working on the preparation of comprehensive human rights education material, to be disseminated in developing countries, mainly targeting universities. The materials consist of a human rights reference handbook, a case law and materials book and a compilation of international human rights instruments.

UNU

35. On 10 December 2003, the United Nations University Press launched a publication entitled *Globalization of Human Rights*. Furthermore, two workshops were held to foster a dialogue between NGOs and academics on ethical dilemmas of international humanitarian/human rights NGOs. A project entitled "Structural approaches to understanding and combating human trafficking" was launched in 2003.

36. The third European Union (EU)-UNU Tokyo Global Forum, entitled "Children in turmoil: rights of the child in the midst of human insecurity", was organized by the European Commission delegation in Japan, UNICEF, the Japan Committee for UNICEF, and UNU.

37. The fourth annual Geneva dialogue took place in November 2003 at the United Nations Office at Geneva. Topics of discussion included peace and governance programme projects on refugees as well as human rights in societies in transition.

D. Actions to ensure equality between women and men

UNESCO

38. In line with the commitment to mainstream gender in all of UNESCO programmes and sectors, the Gender Mainstreaming Implementation Framework, issued in 2003 with a financial contribution from the Government of Finland, has been extensively distributed in order to help UNESCO staff to become familiar with baseline definitions of key concepts, guiding principles for action and the lines of responsibility within the Organization. In addition, staff gender training was organized in order to support behaviour and organizational change and to gain a shared understanding of the UNESCO gender mainstreaming strategy and its implementation.

39. The second edition of the *EFA-Global Monitoring Report 2003/04* sets out the powerful human rights case for parity and equality in education. It monitors progress towards the six Education for All goals through a gender lens, examining why girls are still held back and highlighting policies that can lift barriers and improve learning. Strategies to remove gender gaps in education are part of a much broader reform effort under way in many countries. The report emphasizes that this agenda cannot be met without much bolder international commitments and better coordination.

40. UNESCO hosted a regional gender/women's studies meeting in Bangkok from 1 to 3 December 2003. Specialists reviewed the current situation of university gender studies programmes in the Asian and Pacific region, examining how their teaching and research programmes can help promote gender equality and achieve the

goals of international instruments, such as the Convention on the Elimination of All Forms of Discrimination against Women, the Beijing Framework for Action and the Millennium Development Goals.

41. At the country level, UNESCO provided assistance to the Special Ministry of Policies for Gender Equality of Brazil in order to design a national policy for gender equality, by building political momentum as well as developing concrete studies on the issue. In February 2004, the meeting "In support of Palestinian women" was held in Tunisia in collaboration with the Center for Arab Women Training and Research (CAWTAR) and the Tunisian Center for Research, Studies, Documentation and Information on Women (CREDIF). The meeting identified the strategic needs of Palestinian women in the field of social and human sciences and reflected on a plan of action through which UNESCO could contribute to meeting those needs.

42. A report entitled *Good Practices: Gender Equality in Basic Education and Lifelong Learning through Community Learning Centres: Experiences from 15 Countries* was published by UNESCO. It reviews the activities carried out by selected community learning centres in various countries of the Asian and Pacific region as examples of good practice in the promotion of gender equality in basic and lifelong education. Another publication — *Women and Peace in Africa: Case Studies on Traditional Conflict Resolution Practices* — compiles studies undertaken in the framework of the UNESCO culture of peace project between 1996 and 2001. It was published in cooperation with the United Nations Institute for Disarmament Research (UNIDIR).

UNIFEM

43. In partnership with the Pacific Islands Forum Secretariat, the Commonwealth Secretariat and the South Pacific Community, UNIFEM organized a regional workshop on "Strengthening partnerships for eliminating violence against women" in Fiji in February 2003 for participants from 17 Pacific island countries and territories.

44. UNIFEM was requested to implement activities to strengthen the capacity of the Truth and Reconciliation Commission to adequately and sensitively address violations of women's rights during the civil war and to ensure gender justice in post-war Sierra Leone. UNIFEM organized training for Commissioners and of the Truth and Reconciliation Commission staff and local NGOs on ensuring gender sensitivity in the processes and practices of the Commission. As a result of the training, defendant statement forms have been amended and witnesses are now to be given a choice of venues for their hearings, ranging from private to more public forums. Furthermore, women's NGOs have made submissions to the Truth and Reconciliation Commission and facilitated the testimony of female witnesses through a whole range of support measures.

University for Peace

45. Since September 2003, a new Master's degree programme in "Gender and peace-building" addresses peace-related topics from a gender perspective. In addition, specialized courses in "Gender and peace-building" were developed so that partner universities can integrate them into established programmes.

46. The African women peacemakers programme begins in 2004. Its main pillars are skills-training for women peacemakers, the preparation of women peacemakers for high-level interventions, and research and documentation, as well as practical support through internships and fellowships.

47. From 3 to 9 May 2004, the Department for Gender and Peace Studies held an advanced one-week course entitled *Enfoque de Género en los Procesos de Paz* ("A gender focus in peace processes"). It was designed to provide government officials, NGO affiliates, civil society members and accomplished students with the opportunity to engage in active debate about contemporary gender issues.

UNU

48. On 10 and 11 July 2003, UNU held a meeting in New York on "Women and children in post-conflict peace-building". Academic and policy debates on small arms reduction with special reference to gender issues were organized, following a call by the Department for Disarmament Affairs of the United Nations Secretariat. An expert meeting was held in New York on 12 and 13 July, subsequent to the first Biennial Meeting of States on the Implementation of the Programme of Action of the 2001 United Nations Conference on the Illicit Trade of Small Arms and Light Weapons in All Its Aspects.

E. Actions to foster democratic participation

UNESCO

49. As part of the follow-up to the work of the International Panel on Democracy and Development a joint meeting of the Scientific Committee of the International Centre for Human Sciences at Byblos and of the Panel took place from 7 to 10 March 2004 in Beirut, with the purpose of adopting an integrated strategy on democracy within the framework of the International Centre for Human Sciences at Byblos, further to its adoption by the UNESCO Executive Board. In addition, working documents and papers were presented, dealing with democracy in post-conflict situations in Afghanistan, Iraq and the Democratic Republic of the Congo.

50. UNESCO developed an e-Governance capacity-building project designed to promote the use of information and communication technology (ICT) tools in municipalities to enhance good governance through the development of training modules for local decision makers in Africa and Latin America. The specific objectives of the project are: to promote improved policies and best practices on the use of information and ICTs as tools for local governance, to develop an overview of ICT tools aimed at improved participation of citizens in social and political life, to reinforce the capacity of municipal authorities, NGOs, and local associations for policy development (with ICTs as a vehicle for citizen participation) and to promote cooperation between civil society organizations and local governments on the introduction of ICTs.

51. In recognition of the media's potential role in strengthening democratic development in Africa, and in accordance with the Declaration of Windhoek on Promoting an Independent and Pluralistic African Press (1991), the UNESCO independent press project was designed to reinforce the human and technical

capacities of the press in Africa, to enable it to effectively contribute to the processes of national development, good governance and democracy.

UNIFEM

52. UNIFEM acts as a convener in bringing women leaders and groups together to exchange and share information and experiences relating to conflict resolution and peace-building. This includes support for women's participation and for the integration of specific women's rights issues and gender equality commitments into the peace processes in Liberia, Somalia and Burundi.

53. In October 2003, UNIFEM embarked on a partnership with the National Reconstruction and Demobilization Commission in Rwanda with a view to maintaining the centrality of women in the upcoming phases of national reconstruction and development. A record of women ex-combatants has been made and an assessment of their social conditions and economic needs was carried out.

54. In Afghanistan, in preparation for the convening of the Constitutional Loya Jirga in December 2003, the Afghan Women's Lawyers Association trained 160 Loya Jirga candidates across the country with UNIFEM support. UNIFEM also worked with NGOs, the Constitution Commission and UNDP to develop a manual and workshop for women members of the Constitutional Loya Jirga, as well as providing technical assistance to the Gender and Law Commission in its review of the draft constitution.

University for Peace

55. All seven Master's degree programmes at the University for Peace include courses dealing with democratic participation. Various short courses and training activities — taught on the main campus and through the regional programmes — contribute to democratic participation as an essential condition for sustainable peace and security.

56. In Argentina, consultations on programmes on "Human security and human rights" were held with the Government and a number of universities. Discussions also took place with UNDP Argentina and the international team responsible for the project on the status of democracy in Latin America. In Brazil, the University for Peace-affiliated World Peace Research Center (CMIP) developed a research and action programme on "Political democracy and civil society: a growing gap". In Uruguay, CMIP developed a programme of dialogue between civil society organizations and the political system for effective coordination of social policies. A document of agreements and disagreements was publicly presented in July 2003; a seminar on the "Coordination of social policies" was held in August.

UNU

57. Major policy research on "Making States work" was initiated by UNU, focusing particularly on situations where the weakness of State institutions become a matter of international concern.

58. The fourth EU-UNU Tokyo Global Forum — entitled "From civil strife to civil society: post-conflict reconstruction, peace-building and reconciliation" — was organized by the European Commission delegation in Japan, UNDP and UNU.

F. Actions to advance understanding, tolerance and solidarity

UNESCO

59. In the context of UNESCO normative action, the General Conference, at its thirty-second session, adopted the Convention for the Safeguarding of the Intangible Cultural Heritage. This new Convention is designed to strengthen solidarity and international cooperation and to provide States with supporting mechanisms for the identification, safeguarding and promotion of intangible cultural heritage. At the same time, the Universal Declaration on Cultural Diversity has become a guiding instrument for much of the work of UNESCO. In the struggle against discrimination, UNESCO also tries to identify and to raise awareness of the obstacles hampering the full exercise of human rights: the impact of nationalism, religious intolerance and discrimination against minorities, and forms of discrimination arising from scientific progress or from illness such as HIV/AIDS.

60. UNESCO conducts a number of activities in support of cultural mapping and best practices related to cultural pluralism. The principal objective of these activities is to enhance the identity of indigenous communities and foster a sense of multicultural citizenship among its Member States, notably by encouraging the adoption of national policies that respect the cultural resources and rights of indigenous communities. These initiatives promote the recognition and revitalization of indigenous groups' cultural resources, which are inherently tied to their identities, and foster the sharing of knowledge on cultural pluralism.

61. By creating a forum for dialogue between religious and spiritual leaders, UNESCO works as a catalyst for the promotion of values that form the basis of written and oral traditions. Actions also focus on education for inter-religious dialogue.

62. As a continuation of UNESCO efforts for a dialogue among civilizations and cultures, a series of regional forums, congresses and conferences was held: in New Delhi (July 2003 — publication now available); in Ohrid, in the former Yugoslav Republic of Macedonia (August 2003 — publication now available); Moscow (November 2003, linking it to a "culture of innovation"); in Abuja, (December 2003); in Sana'a (February 2004) and in Issyk Kul, Kyrgyzstan (June 2004). Furthermore, UNESCO, the Government of Gabon, the Francophonie and several research institutions organized an international conference on "Intercultural dialogue and a culture of peace in Central Africa and the Great Lakes region" in Libreville, which was attended by over 100 participants (November 2003).

63. UNESCO has organized a number of local or global events, such as sport competitions, artistic activities for children, and youth gatherings, with a view to promoting a culture of peace and understanding. In collaboration with the Arab Scout Movement Organization, UNESCO organized the sixth International Meeting for Cultural Dialogue in Egypt. In Brazil, the "making room" project supports the development of a culture of peace in local communities by opening schools on weekends for cultural and citizenship activities, sports, and art workshops. In Italy, the Cultural Committee of the International Centre for Theoretical Physics organized a major art exhibition dedicated to the culture of peace in 2003 in order to expand the idea of cooperation among peoples.

UNIFEM

64. In Timor-Leste, UNIFEM supported a programme of the International Catholic Migration Centre which trained 16 community facilitators on gender education for tolerance and peace, leading to over 30 community workshops and the foundation of several networks and groups.

65. With the support of UNIFEM, country-based and regional coalitions/networks on women and peace were set up in Azerbaijan, Armenia and Georgia, forming part of a grass-roots "people to people" peace-building programme in the Southern Caucasus.

University for Peace

66. In July 2003, the graduate programme in "International law and human rights" organized a two-week summer course on human rights and religion. In the same month, the Asia and Pacific programme offered a short course for professionals at Mahidol University, Bangkok, entitled "Religion: conflict for peace". In October 2003, the Central Asia programme, in collaboration with the Department of Political Affairs of the United Nations Secretariat and the United Nations Post-conflict Peace-building Office in Tajikistan, conducted three week-long pilot peace-building seminars for about 90 representatives of Tajik society.

67. A specialized course in "Practices in conflict management and peace-building" is currently being developed for early 2005, making video material available for wide dissemination. A workshop held in New York on 10 February 2004 helped synthesize earlier interviews and lectures into materials.

68. The UNDP office in Bogotá has decided to fund the project "Asistencia preparatoria al CMSC", which will, de facto, finance the first phase of the *Centro Mundial de Investigación y Capacitación para la Solución de Conflictos* (*CMSC* — Colombia Centre).

69. In Brazil, the University for Peace is assisting the Government in the formulation of a national programme for "Peace in the cities and peace in the countryside". The University for Peace also helped the "Viva Rio" organization prepare an international symposium entitled "Neither war nor peace: children, youth, armed violence and exclusion", to be held in 2004.

UNU

70. A UNU-UNESCO international conference on the topic of "globalization with a human face" was held at the United Nations University in Japan on 30 and 31 July 2003. In addition, two project meetings on "Culture of solidarity and geo-strategic cultures: dilemmas of contemporary political cultures and policy-making" took place; a publication is currently under preparation.

G. Actions to support participatory communication and the free flow of information and knowledge

UNESCO

71. UNESCO participation in the World Summit on the Information Society was a major focus in 2003. The Summit's final documents reflect the Organization's four

key principles for building knowledge societies, namely: freedom of expression; universal access to information and knowledge, especially in the public domain; cultural and linguistic diversity; and access to quality education. Other UNESCO initiatives, such as the communiqué of the Ministerial Round Table on Knowledge Societies, held during the thirty-second session of the General Conference, and a recommendation on the promotion and use of multilingualism and universal access to cyberspace proved to be very influential in shaping the Summit debates.

72. With the assistance of many Member States, civil society groups and the media, UNESCO managed to ensure an explicit reference to article 19 of the Universal Declaration of Human Rights in the Declaration of Principles and Plan of Action of the World Summit on the Information Society. Awareness-raising and monitoring activities, including World Press Freedom Day, and support to media and freedom of expression networks were maintained and strengthened.

73. As regards the role of the media in conflict and post-conflict areas, UNESCO pursued a number of conceptual, tools-oriented and practical activities to increase action in this field. A network of actors providing assistance to the media in open and post-conflict situations has been established, comprising national organizations, international NGOs, professional organizations, and members of the United Nations family. This network was created to support a holistic approach to dealing with post-conflict situations — from the immediate and urgent period to the point where the character of the aid programme changes into communication development programmes. UNESCO is also developing close links with a number of key donor countries to establish a common understanding of the importance of rapid reaction to assist the media in post-conflict situations.

74. In collaboration with the World Association of Newspapers, UNESCO has developed a project on the media and education in South-East Europe. The first workshop for teachers and publishers was held in Skopje last year with the general objectives of promoting the universal values of freedom of speech, democratic citizenship and a culture of peace through improved educational content and school-based networks.

75. In the framework of the INFOYOUTH programme, a series of online conflict resolution workshops have been undertaken, thereby establishing interaction among youth organizations in India, Pakistan and Sri Lanka. Training workshops on conflict prevention were also organized for young Afghans in refugee areas in Iran. Activities were concentrated on improving the awareness of young people about risks provoked by terrorism and the need for tolerant behaviour and peaceful coexistence. Furthermore, in partnership with the International Education and Resource Network — Macedonia (iEARN Macedonia) INFOYOUTH promoted intercultural understanding and tolerance in the Balkans through the project "Building bridges over borders by using ICT and project-based learning".

UNIFEM

76. In Afghanistan, UNIFEM facilitated group discussions on information and the media, leading to recommendations for the Ministry of Women's Affairs. UNIFEM also provided support to the Ministry's efforts to improve the quality of the biweekly television programme "Woman and society".

77. In 2003, UNIFEM launched *Not a Minute More: Ending Violence against Women*. The publication analyses the progress made with regard to efforts to end violence against women and makes the case for increasing political and financial support for initiatives to end violence.

University for Peace

78. The University for Peace Centre for Education and Information Technology is seeking to become a world-class service unit that promotes and facilitates the adoption of educational technologies pertaining to the fulfilment of the mission of the University for Peace. In the past year, it has therefore developed the technological infrastructure necessary for UPEACE to extend its educational materials and programmes at a global level. A state-of-the-art digital recording and editing studio was established to support the development of academic course and programme materials that will be disseminated to universities in developing countries and countries in transition. The Centre also manages the UPEACE web site.

79. The University for Peace Institute for Media, Peace and Security in Geneva has launched four course development projects, all of which will begin by September 2004. These courses cover:

- "Media, conflict prevention and peace building", prepared under the supervision of the Institute by "Medios para la Paz", Colombia
- "Media and urban violence", developed in collaboration with the University for Peace-affiliated World Centre for Investigation for Peace, Uruguay
- "Media and the Rwanda genocide"; it is foreseen that this course will be taught in different versions in Africa and other continents
- "Media ethics in time of conflict", a thoroughly tested course which the Institute intends to offer in several languages (English, Spanish, Portuguese, French and, possibly, Arabic).

80. Work has begun to revamp the Africa programme's web site to make it interactive and able to provide access to course materials, papers, bibliographies and data from programme partners. In addition, an interactive web forum has been set up for network members from the Southern African curriculum development workshop. Furthermore, a monthly e-newsletter has been developed which currently has 600 subscribers. Back issues are available through the web site.

H. Actions to promote international peace and security

UNESCO

81. The improvement of human security by better management and social change is one of the 12 strategic objectives of UNESCO which, alongside the cross-cutting theme of eradication of poverty, expresses the commitment of the organization in the framework of its medium-term strategy (2002-2007) for this action area. In this respect, the French version of the *Human Security Now* report was launched on 24 November 2003 at a conference organized by UNESCO in cooperation with the "Presses de Sciences Po" and the Institut du développement durable et des relations internationales (Institute for Sustainable Development and International Relations).

This report is the outcome of the work undertaken by the Commission on Human Security, established in January 2001, at the initiative of the Government of Japan. The Commission worked on two major themes: human insecurity resulting from conflict and violence, and the connection between security and development.

82. In 2001, UNESCO started a joint project with the French National Commission for UNESCO and several French institutions that undertake research on educational policy and defence issues. The aim of the project is to provide new impetus to citizenship education in French schools, especially through pedagogic tools for teachers in secondary schools. These tools contain information on defence issues in France and their relation with subjects such as citizenship, human rights, democracy, universal values and civic education. From the school year 2004/2005 onwards, a handbook/manual will be made available to teachers, providing them with up-to-date information on contemporary threats to peace and approaches to securing peace at an international level.

83. An international symposium entitled "Violence and its causes: a stocktaking", organized by UNESCO and the French Institut des Hautes Etudes de Défense Nationale, was held at UNESCO Headquarters on 3 November 2003. It examined contemporary forms of violence in a multicultural, multidisciplinary way and comprised four sessions, on: "new forms of violence and tentative answers to new challenges", "extreme violence, terrorism and political crisis", "violence, fanaticism and sacrifice", and "violence and corruption".

UNIFEM

84. UNIFEM is continuing its work for the full implementation of Security Council resolution 1325 (2000) of 31 October 2000 on women and peace and security, closely monitoring the work of the Council, providing technical expertise and country specific checklists for needs assessment, and supporting programme planning, peacekeeping operation mission deployment and Security Council visits.

85. UNIFEM has developed a set of gender-based early warning indicators for testing in four field-based pilots, with the aim of demonstrating the utility of incorporating gender-specific characteristics of latent, escalating and full-blown conflict in prevention efforts. During the field-based testing phase, UNIFEM will be working closely with the United Nations Inter-Departmental Team on Coordination, as well as United Nations country teams, Governments and NGOs to enhance the gender literacy of security institutions and the security literacy of women's organizations and advocates.

UPEACE

86. Since mid-2002, UPEACE has been executing a high-level training and dissemination programme on new approaches to security ("human security", "democratic security"), aimed at senior officials as well as teachers and scholars in Central America (El Salvador, Panama, Nicaragua, Honduras, Guatemala, and Costa Rica). Two books (in Spanish) were published: *In Praise of Co-Existence* (October 2003) and *Education for Security* (June 2004).

87. A peace education and human rights curriculum development workshop for the military services and armed forces in Sierra Leone (with special invitations to military representatives from Uganda and the Sudan) was held in Sierra Leone in

November 2003, in collaboration with the Africa Centre for Peace and Conflict Studies at Bradford University in the United Kingdom. The innovatory approach adopted was to promote peace education and human rights principles within the military services through education and training, as a sustainable foundation for the evolving peacetime role of the military in post-war Sierra Leone.

88. The International Commission on Intervention and State Sovereignty presented its final report, *The Responsibility to Protect*, to the United Nations Secretary-General in December 2001. Video materials (featuring Commission members and other experts) are now being processed as individual teaching modules and will be available by the end of 2004.

89. The agreement of cooperation between the Government of Costa Rica, the Permanent Court of Arbitration and the University for Peace to create a Latin American centre for dispute settlement was signed on 5 December 2003.

90. A course entitled "The commercial trade of and illicit trafficking in firearms, their parts and ammunition: training the trainers in investigative techniques" was held in March 2004 at the UPEACE campus in Costa Rica. It was co-sponsored by the United Nations Regional Centre for Peace, Disarmament and Development in Latin America and the Caribbean, the International Criminal Police Organization (Interpol), UPEACE and the Inter-American Drug Abuse Control Commission.

UNU

91. A UNU global seminar/Shonan session on the question "Will human security supersede the State? Tasks ahead" was held from 1 to 6 August 2003 in Hamada, Japan.

92. A joint research workshop with the Centre for Globalization and Regionalization (at Warwick University in the United Kingdom) and a subsequent conference on "Regional integration, governance and global public goods", held on 20 and 21 November 2003 in Bruges, Belgium, explored the tensions and synergies between regional integration and global governance.

93. Concerning the themes of regional security and governance, a study of the interaction between regional organizations and the United Nations Security Council was carried out as part of a seminar in the Dag Hammarskjöld Auditorium, at United Nations Headquarters in New York on 22 January 2004, also leading to the launch of a UNU-Comparative Regional Integration Studies report on global governance and regional security.

94. A symposium, co-hosted by UNU and the Japan Institute of International Affairs with the support of the Ministry of Foreign Affairs of Japan addressed the topic "Peace-building: toward the rehabilitation of East Timor and Afghanistan" (24-25 February 2004, UNU, Tokyo).

95. A collaborative project with three partners from the Southern Caucasus concluded with a workshop entitled "Regional cooperation and conflict prevention in the Trans-Caucasus", held at the Geneva Centre for Security Policy (17-19 July 2003).

III. The role of civil society and UNESCO communication and networking arrangements

96. In resolution 58/11 of 10 November 2003, the General Assembly reiterated civil society's importance for the construction of a culture of peace, explicitly encouraging non-governmental actors to strengthen their efforts in furtherance of the Decade's objectives. Over the past 12 months, the UNESCO Bureau of Strategic Planning has offered advice and resources to protagonists from civil society, as well as providing communication and networking arrangements. An e-newsletter, consisting of background articles and examples of Decade-related activities, was recently created and distributed to culture of peace "actors".

97. UNESCO has continued maintaining its interactive Decade web site, which was established during the International Year for a Culture of Peace. In order to increase support for civil-society efforts, it is planned to revise the web site in the next six months, providing in-depth information on specific activities for a culture of peace, as well as increasing the number of resources, such as relevant documents and bibliographies.

98. In order to strengthen cooperation with civil society at the country level, UNESCO relies on a system of focal points, mostly the National Commissions for UNESCO. At the inter-agency level, a letter sent to all members of the High-Level Committee on Programmes in December 2003 resulted in a number of new focal points at United Nations agencies and programmes, thus facilitating inter-agency communication on efforts for the International Decade.

99. From 17 to 19 December 2003, an international conference of NGOs maintaining official relations with UNESCO took place at the organization's headquarters in Paris. It recommended that NGOs pursue their commitment to promoting a culture of peace, including the earlier NGO-led campaign, "Heritage for a culture of peace". This campaign — actively supported by the UNESCO Bureau of Strategic Planning — encourages NGOs to identify local heritage that can be used for peace and reconciliation activities.

100. UNESCO was represented at the first Peace Initiatives Exhibition, which was held in Paris from 4 to 6 June 2004 under the patronage of UNESCO. This event was organized by a recently established network of NGOs, International Coordination for the Decade.

IV. Conclusions and recommendations

101. **The present report is an interim contribution to the mid-term progress report of the Secretary-General on the observance of the International Decade for a Culture of Peace and Non-Violence for the Children of World, to be submitted to the General Assembly at its sixtieth session, in 2005.**

102. **In the contemporary world with its manifold and multifaceted challenges and threats, it is of paramount importance that Member States develop and sustain action-oriented strategies and activities in support of a culture of peace and non-violence. Member States and intergovernmental and non-governmental organizations, as well as other components of civil society, are encouraged to provide information about such activities to UNESCO with a**

view to sharing it with a broader global constituency. National Commissions for UNESCO and other focal points for the International Decade are invited to continue working closely with UNESCO in order to strengthen the global network for a culture of peace, especially the links between Governments, civil society and the United Nations system. This should also occur with a view to stimulating further activities and innovative approaches on the part of civil society.

103. **The Declaration and Programme of Action on a Culture of Peace have stressed the way in which different action areas have to be combined, leading to joint activities for a culture of peace. The efforts of the various United Nations agencies, programmes and research institutions are therefore an important contribution to the overall objectives of the Decade. To further advance the "culture of peace" concept, closer inter-agency cooperation might be desirable, especially as the Decade's mid-term point is approaching. At the country level, resource mobilization for various kinds of activities will be critical for sustaining the momentum of and renewing commitment to the International Decade.**

104. **UNESCO could be invited to continue and strengthen its efforts in support of the International Decade, as well as its coordinating role vis-à-vis the various actors and stakeholders, thus ensuring a more coherent implementation of the Declaration and Programme of Action on a Culture of Peace. An intensification of the online network underpinning the present efforts to instil a culture of peace might be a particularly effective tool for information sharing and mobilization. Clearly, the construction of a culture of peace is the joint responsibility of all actors involved — Governments, civil society and non-governmental organizations, as well as the entire United Nations system, whereby each agency will be called to contribute to the Decade's noble objectives in accordance with its mandate, programmes and resources.**

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Integrated and coordinated implementation of and follow-up to the outcomes of the major United Nations conferences and summits in the economic, social and related fields

Integrated and coordinated implementation of and follow-up to the outcomes of the major United Nations conferences and summits in the economic, social and related fields

Report of the Secretary-General

Summary

To achieve the internationally agreed development goals, including those contained in the United Nations Millennium Declaration, and give effect to the outcomes of the major United Nations conferences and summits, the implementation and follow-up processes must be pursued coherently through a comprehensive framework. Building on past resolutions of the General Assembly and agreed conclusions of the Economic and Social Council, Assembly resolution 57/270 B of 23 June 2003 provides a framework for bringing architectural coherence to the various implementation processes while maintaining the distinct identity of the follow-up processes in relation to each of the outcomes. The present report provides an update on the implementation of resolution 57/270 B, focusing on those of its provisions that pertain to the Assembly, and makes recommendations for further action to promote an integrated and coordinated approach and to strengthen ongoing activities for the implementation of the outcomes of conferences and summits.

* A/59/150.

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I. Introduction

1. United Nations conferences held since the 1990s have demonstrated the interlinked nature of development. The outcomes of these conferences show that progress in one sector is not attainable without addressing issues in others. The conferences have also reaffirmed that no single government, no single institution, no single entity can achieve this alone. Hence, the integration and coordination of implementation and follow-up of conference outcomes have been a recurring theme in the pursuit of development goals.

2. To realize the internationally agreed development goals, including those contained in the United Nations Millennium Declaration, and the outcomes of the major United Nations conferences and summits, the implementation and follow-up processes must be carried out in a complementary, coherent and coordinated manner across sectors at all levels.

3. The cross-sectoral issues emerging from the major United Nations conferences were crystallized into the Millennium Declaration, which gave expression to a set of quantifiable targets for development goals. Identifying complementarities and linkages among the goals contained in the Millennium Declaration, including internationally agreed development goals, and the commitments and goals of United Nations conferences should help to mobilize resources and maximize support from various constituencies and follow-up mechanisms in a mutually reinforcing way.

4. Past resolutions of the General Assembly[1] and agreed conclusions of the Economic and Social Council[2] have sought to build a framework for addressing the cross-sectoral issues which are common to the outcomes of the major United Nations conferences. General Assembly resolution 57/270 B of 23 June 2003 provides a framework for bringing architectural coherence to the various implementation processes while maintaining the distinct identity of the follow-up processes in relation to each of the outcomes.

5. With the adoption of Assembly resolution 58/291 of 6 May 2004 regarding the convening, in 2005, of a high-level plenary meeting of the Assembly, the issue of integrated and coordinated implementation of and follow-up to the outcomes of the major United Nations conferences has to be closely linked with the implementation of the Millennium Declaration, including the achievement of the Millennium Development Goals. Such linkages will be the subject of the comprehensive report to be submitted by the Secretary-General to the high-level plenary meeting, as requested in paragraph 2 of the resolution.

6. The present report provides updated information on the implementation of Assembly resolution 57/270 B, focusing on those provisions of the resolution that pertain to the Assembly. It should be read in conjunction with the report of the Secretary-General on the same subject (E/2004/71), submitted to the Economic and Social Council at its substantive session of 2004.

II. Implementation of General Assembly resolution 57/270 B

7. General Assembly resolution 57/270 B provides guidance for various actors to work in a complementary way in the implementation of the outcomes of the major United Nations conferences and summits. The framework set by the resolution is

meant to facilitate an integrated and coordinated approach at the national, regional and international levels. It addresses the role of Member States, of the United Nations system, of other relevant stakeholders, including civil society and the private sector, and of intergovernmental bodies in reviewing the implementation of the outcomes.

8. The follow-up required is mostly aimed at strengthening ongoing activities for the implementation of the outcomes of conferences and summits. In the sections below, the report describes the progress made by the intergovernmental bodies and the United Nations system in promoting an integrated and coordinated approach, including the work of the Assembly and its Second and Third Committees. The report also refers to the high-level plenary meeting of the General Assembly to be held in 2005, without addressing specific details. A separate report of the Secretary-General on this meeting, as mandated in paragraph 3 of Assembly resolution 58/291, will be submitted in due course to the Assembly at its fifty-ninth session.

A. Promoting an integrated and coordinated approach by reviewing cross-sectoral thematic issues

9. The General Assembly, by resolution 57/270 B, requested the Economic and Social Council to establish, no later than 2004, a multi-year work programme for the coordination segment of its substantive session, based on a focused and balanced list of cross-sectoral thematic issues common to the outcomes of major United Nations conferences and summits. The Council initiated consultations on the multi-year work programme in February 2004. While the Council agreed on a cross-cutting theme focused on the Millennium Development Goals for the first year, (i.e., 2005), and although some progress was made towards identifying themes for the multi-year programme, the consultations could not be finalized during the substantive session of 2004. The Council decided to continue consultations with a view to finalizing the programme before its substantive session of 2005.

10. Establishing a multi-year work programme would enable the United Nations system and relevant stakeholders to prepare better their contributions. The cross-sectoral thematic approach could help the Council to bring about greater coherence and effectiveness in the exercise of its managerial and coordination responsibilities. For example, to assist the Council in providing focused guidance to the functional commissions, the existing consolidated report on the work of the functional commissions could concentrate on their work pertaining to the cross-sectoral thematic issue to be discussed that year. This would facilitate the task of the Council of promoting horizontal integration of the work of the functional commissions around the cross-sectoral theme, and would also serve to strengthen substantive links between its coordination segment and its general segments, where the reports of the functional commissions are considered.

11. **The General Assembly may, therefore, wish to emphasize that the Council should finalize the multi-year programme as soon as possible but no later than June 2005.**

12. As requested by the Assembly in resolution 57/270 B, consultations were held between the presidents and the bureaux of the General Assembly and the Economic and Social Council to improve coordination between the Assembly and the Council in the consideration of the integrated and coordinated implementation of and follow-

up to conference outcomes. Greater predictability in the work programme of the Council, including through the early adoption of decisions on themes and finalization of multi-year work programmes, could help to bring a sharper focus to these consultations and greater impact on the process of integrated implementation of the conference outcomes.

B. Assessment and strengthening of ongoing activities for the implementation of the outcomes of conferences and summits

13. The Economic and Social Council, as the central mechanism for system-wide coordination, has continued its efforts to strengthen its role in promoting integrated and coordinated implementation and follow-up. The Council, by resolution 2004/44 of 22 July 2004, on the role of the Council in the integrated and coordinated implementation of the outcomes of and follow-up to major United Nations conferences and summits, decided to continue to take the necessary steps for the effective implementation of the provisions of Assembly resolutions 50/227 of 24 May 1996, 52/12 B of 19 December 1997 and 57/270 B. It also decided to contribute to the overall preparation of the high-level plenary meeting of the Assembly in 2005 and requested the functional commissions, the regional commissions and other relevant subsidiary bodies to contribute to the preparation of the Council's input.

14. As requested by the Assembly in resolution 57/270 B, each functional commission continues to examine its methods of work in order to better implement the conference outcomes. The functional commissions are required to report to the Council no later than 2005 on the outcome of this review. Details of the progress made in that regard have been provided in the consolidated report of the Secretary-General on the work of the functional commissions (E/2004/81) and in two conference room papers.

15. In its resolution 57/270 B, the Assembly invited the regional commissions, in collaboration with other regional and subregional organizations and processes, as appropriate, to contribute, within their mandates, to the review of progress made in the implementation of and follow-up to the outcomes of the major United Nations conferences and summits and to provide inputs to the discussions of the Council on the cross-sectoral thematic issues to be addressed in the coordination segment of its substantive session. The regional commissions have been strengthening their role in linking global deliberations with regional implementation measures, while continuing to support subregional and regional integration and consensus-building. The regional commissions, at the invitation of the Commission on Sustainable Development, organized regional implementation meetings prior to the twelfth session of the Commission and regional forums during the session in collaboration with the Department of Economic and Social Affairs of the United Nations Secretariat.

16. There are proposals that the links of the regional commissions with the Economic and Social Council be further strengthened, in particular by giving greater visibility to their work. There is a growing recognition that ways and means need to be explored for enhancing the impact and visibility of the participation of the regional commissions at the substantive sessions of the Council.

17. Moreover, there is also a need to ensure that the potential of regional processes to contribute to the integrated follow-up to conferences is fully exploited.

The regional commissions could enhance their roles as promoters of intersectoral and multi-stakeholder dialogues at the regional level. They could also look at selected cross-cutting issues that are common to the outcomes of United Nations conferences and summits and, especially, call for greater regional coordination and attention.

18. Further action is needed to strengthen the linkage between the policy guidance of the Council and the operational activities of the United Nations system, in particular in the coordinated implementation of conference outcomes. In this regard, the governing bodies can play an important role in ensuring that relevant policy decisions are integrated into the programme of work of the funds and programmes. By resolution 2004/63 of 23 July 2004, the Council requested the functional commissions to clearly identify in their reports the operational implications of their work for consideration and appropriate action by the governing bodies of the United Nations funds and programmes.

19. **While welcoming this important step, the Assembly may consider requesting the intergovernmental bodies of the United Nations system as a whole to enhance the linkages between policy development and the operational activities of the United Nations system, including through greater interaction among the governing bodies.**

20. By resolution 57/270 B, the Assembly underlined that the inter-agency guidelines for operational activities for development of the United Nations system and the relevant work of the United Nations System Chief Executives Board for Coordination and the United Nations Development Group should reflect the agreements and commitments reached at the major United Nations conferences and summits. To this end, the Assembly stressed the need to further promote system-wide inter-agency coordination and cooperation, utilizing the Chief Executives Board.

21. The commitment of the United Nations system towards the realization of the goals and targets of the Millennium Declaration has remained the guiding framework for the work of the Chief Executives Board and its subsidiary structures. The overriding aim, within that framework, is to harness the system's contribution towards poverty eradication and to ensure that the wide range of the system's activities and interventions to promote growth, productive employment and social development are mutually reinforcing.

22. Work is under way, under the aegis of the High-Level Committee on Programmes of the Chief Executives Board, to shape a system-wide contribution to the first comprehensive review of the implementation of the Millennium Declaration, to be undertaken by the General Assembly in 2005. The intention is to highlight how the United Nations system is coming together to support the efforts of Member States in respect of the different, interlinked areas covered by the Declaration. In shaping this contribution, full advantage is being taken of the extensive inter-agency work under way in connection with the various components of the system's core strategy for the Millennium Development Goals outlined in previous reports of the Board.

23. It should also be noted that inter-agency cooperation extends well beyond the specific issues that feature each year on the agenda of the Board and its main subsidiary bodies. Within the United Nations, for example, most of the

documentation before the Economic and Social Council, its functional commissions and related bodies is now mostly a joint product of the work of the system. It is in these forums that achievements and results of inter-agency work in many different areas of inter-agency engagement are assessed on an ongoing basis.

24. The Council has not only welcomed the work of the Board in harnessing the activities of the system in support of the integrated follow-up to conferences and the Millennium Declaration but has also expressed the intention of strengthening its dialogue with members of the Board on all relevant aspects of the work of the system and its effective coordination, in particular in the context of the Council's coordination segment. This is expected to pave the way for stronger linkages between various parts of the system and the Council.

25. Through the triennial policy review of operational activities for development, to be undertaken at its current session, the General Assembly will assess the overall functioning of the United Nations system at the country level and examine how the system has aligned country operations with the Millennium Declaration, the Millennium Development Goals and the development agendas emerging from major United Nations conferences and summits.

26. The Assembly will have an opportunity to consider how to enhance the ability of the United Nations system to provide support to countries in translating internationally agreed development objectives into nationally owned programmes. **In this context, the Assembly may wish to underscore the need to promote greater consistency among the strategic development frameworks by the funds and programmes and the specialized agencies, including the Bretton Woods institutions, national poverty reduction strategies and the internationally agreed development goals, including those contained in the Millennium Declaration.**

27. As emphasized by the Assembly in resolution 57/270 B, the United Nations agencies continue to enhance the efficiency, effectiveness and accountability of their operations through results-based management and improved operational guidelines. Although significant progress has been made, especially since the reform processes launched in 1997, further efforts are needed in the areas of simplification and harmonization of procedures. **The Assembly may wish to give further impetus to these efforts in the context of its triennial policy review of operational activities for development of the United Nations system.**

28. The need for a substantial increase in resources for operational activities for development, on a predictable, continuous and assured basis, as reiterated by the Assembly in resolution 57/270 B, is also an important part of the triennial policy review. The gap between funding and the resources required by the funds and programmes and the specialized agencies to support developing countries must be addressed in order for the United Nations system to contribute effectively to the realization of development goals.

C. Work of the General Assembly and its Second and Third Committees

29. In its resolution 57/270 B, the General Assembly noted that consideration by the Second Committee and Third Committee and by the Assembly in plenary meeting of relevant agenda items should be coherent with the process of integrated and coordinated implementation of and follow-up to the major United Nations conferences and summits in the economic and social fields.

30. By the same resolution, the Assembly recommended that, at the fifty-eighth session of the Assembly, its Second Committee consider the indicative programme of work set out in the annex to resolution 57/270 B and take a decision thereon by December 2003. In accordance with the resolution, the General Committee should ensure better coordination of the agendas of the Second and Third Committees, and the bureaux of the two Committees should review their respective programmes of work in order to exchange information on the issues discussed in each, identify potential areas of overlap or duplication and examine means of considering, in a more coordinated manner, issues related to the follow-up to the major United Nations conferences and summits and make recommendations thereon to their respective Committees. Further, consideration should be given to the use of joint informal debate that can inform the work of each Committee, and better use could be made of the General Assembly plenary debate for issues that are considered by both Committees.

31. In order to comply with the above-mentioned recommendation, preparations were made to hold a meeting of the two bureaux at the start of the fifty-eighth session of the General Assembly. The bureaux examined the various aspects of the work of the two Committees, in accordance with resolution 50/270 B, and reported the results of the consultations to their respective Committees. Likewise, the bureaux of the two Committees at the fifty-ninth session of the Assembly are expected to meet jointly at an early stage of the session. The two Committees also organized a joint informal panel discussion on globalization.

32. The General Assembly continues to explore ways and means for improving the work of its Second and Third Committees. The Assembly, in resolution 58/316 of 1 July 2004, decided that each Main Committee should give specific attention to the rationalization of their future agendas by biennialization, triennialization, clustering and elimination of items, and make recommendations to the plenary Assembly for its decision by 1 April 2005.[3] The Assembly also gave guidance regarding the consideration of certain agenda items in the Second and Third Committees, which takes effect beginning with the fifty-ninth session,[4] and decided that the item entitled "Report of the Economic and Social Council" should be considered in its entirety in the Plenary.[5]

33. Further, the Assembly decided that the practice of interactive debates and panel discussions should be utilized or expanded, as appropriate, by all Main Committees,[6] and that the practice of "question time" should be introduced, as appropriate, in all Main Committees to enable a dynamic and candid exchange with heads of departments and offices, representatives of the Secretary-General and special rapporteurs.[7]

34. With reference to the indicative programme of work for the Second Committee,[8] it should be recalled that, by decision 58/553 of 23 December 2003, the

Assembly approved the provisional programme of work of the Second Committee for 2004 and agreed to revert to the issue at its fifty-ninth session. The Bureau of the Second Committee held consultations with Member States on the organization of the Committee's work, in view of the Assembly's invitation to the Bureau to make suggestions for a decision at the fifty-ninth session of the Committee. The Bureau has made its proposals available to the Member States for their consideration and appropriate decision. **The Assembly should strive for a more streamlined and coherent organization of the work of the Second Committee and its programme of work for future sessions in order to enhance focus, visibility and participation.**

35. By resolution 57/270 B, the General Assembly also provided guidance for further improving the reports for the Assembly and making them more analytical and action-oriented and, in that regard, referred to the processes launched by its resolution 57/300 of 20 December 2002. That resolution notably contained provisions for consolidating reports. In the context of the relevant provisions of Assembly resolution 57/300, the Secretary-General has already consolidated a number of reports and will continue to do so.

D. High-level plenary meeting of the General Assembly in 2005

36. Pursuant to paragraph 39 of its resolution 57/270 B, the General Assembly is to assess annually the implementation of the outcomes of the conferences and summits, the achievement of the goals and targets set by them and provide the necessary guidance for the further implementation of and follow-up to these outcomes. In accordance with Assembly resolution 58/291, the high-level plenary meeting of the General Assembly in 2005 will be the occasion to undertake a comprehensive review of the progress made in the fulfilment of all of the commitments contained in the Millennium Declaration and the outcomes of other major United Nations conferences and summits.

37. Bearing in mind paragraph 3 of Assembly resolution 58/291, the President of the Assembly appointed facilitators to hear the views of Member States on the modalities, format and organization of the high-level plenary meeting. Based on the views expressed at the open-ended consultations held on 28 May, 11 June and 18 June 2004 and in various dialogues between the facilitators and all major groups of countries and individual delegations, the President has circulated a paper which outlines the views of Member States on the timing, duration, scope and nature of the event, the structure and format of the high-level meeting, the exact modalities and the extent of participation by the stakeholders.

38. There was convergence among Member States on a number of issues. In particular, they seemed to agree that the focus of the 2005 event should be on the implementation of prior commitments rather than a comprehensive document of a declaratory nature. It was also encouraging to see that there appeared to be common ground with regard to issues on which there was still divergence.

39. As requested by the Assembly in resolution 58/291, the Secretary-General will submit to the Assembly at its fifty-ninth session a report on suggested modalities, format and organization of the major event for consideration and a final decision, taking into account the views expressed by Member States at the open-ended consultations.

40. The Economic and Social Council has decided to contribute to the overall preparation for the 2005 high-level plenary meeting of the Assembly, with input from the functional commissions, the regional commissions and other relevant subsidiary bodies. The Council will devote its high-level segment in 2005 to the theme "Achieving the internationally agreed development goals, including those contained in the Millennium Declaration, as well as implementing the outcomes of the major United Nations conferences and summits: progress made, challenges and opportunities". The theme of its coordination segment in 2005 will be "Towards achieving internationally agreed development goals, including those contained in the Millennium Declaration".

41. Furthermore, during the period leading up to the high-level meeting, there are many processes that can feed into it by focusing on the cross-sectoral issues within their respective mandates. These processes include, for example, the high-level meeting of the Assembly on HIV/AIDS in June 2005, the high-level segment of the Economic and Social Council in 2005, and the reviews by the Commission on the Status of Women of the outcome of the Fourth World Conference on Women and the Commission on Social Development of the outcome of the World Summit for Social Development. Also, the International Meeting to Review the Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States will be held in January 2005. **The General Assembly may wish to request the intergovernmental bodies and the organizations of the United Nations system to gear their deliberations and work plans towards making significant contributions to the preparations for the high-level meeting of the Assembly in 2005.**

III. Conclusions

42. The internationally agreed development goals, including those contained in the United Nations Millennium Declaration, and the outcomes of the major United Nations conferences and summits, provide a comprehensive basis for action at the national, regional and international levels with the key objectives of poverty eradication, sustained economic growth and sustainable development. Ensuring a coherent and coordinated approach in the implementation of policies and actions to advance poverty eradication and sustainable development is more crucial than ever. An integrated approach should facilitate the forming of coherent, cross-sectoral alliances around common themes and goals for joint action at the national and international levels.

43. Important changes are taking place in the way of doing business to enable the integrated and coordinated implementation of and follow-up to major United Nations conferences. The guidance given to various entities by the General Assembly is serving to reinforce the move under way in those institutions in the direction of more coordination and cooperation to ensure mutual reinforcement in the follow-up to and implementation of conference outcomes.

44. To realize the vision of a world in 2015 as set out in the Millennium Declaration, it is important to bring together the follow-up processes through a comprehensive framework. The high-level plenary meeting of the General Assembly in 2005 should provide an occasion not only to undertake a comprehensive review of the progress made in the fulfilment of the commitments contained in the

Millennium Declaration and the outcomes of other major United Nations conferences and summits but also to reinvigorate the political will to achieve these goals in a timely manner.

Notes

[1] General Assembly resolutions 45/264 of 13 May 1991, 48/162 of 20 December 1993 and 50/227 of 24 May 1996.

[2] *Official Records of the General Assembly, Fiftieth Session, Supplement No. 3* (A/50/3/Rev.1), chap. III, sect. A, agreed conclusions 1995/1; ibid., *Fifty-fifth Session, Supplement No. 3* (A/55/3/Rev.1), chap. V, agreed conclusions 2000/2; and A/57/3 (Part II), chap. V, sect. A, agreed conclusions 2002/1.

[3] Assembly resolution 58/316, annex, para. 3 (a).

[4] Ibid., paras. 4 (f) to (i).

[5] Ibid., para. 4 (c).

[6] Ibid., para. 3 (c).

[7] Ibid., para. 3 (d).

[8] Assembly resolution 57/270 B, annex.